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ABSTRACT

The major purpose of the Georgia State Module was to demonstrate and investigate effective recruiting methods for Adult Basic Education (ABE) classes in the Appalachian Region of Georgia. In order to better understand the strengths and limitations of recruiters with differing backgrounds, this project utilized college students, lay persons, volunteers and Adult Basic Education teachers as recruiters. It was found that of the recruiting groups those who were responsible for the implementation of the program had the greatest retention. The college student recruiter was not successful in dealing with this population. Better than 80% of those students enrolled by the ABE teacher-aide recruiter and/or the ABE teacher recruiters remained in the program. The increase in local and state interest is apparent by the expressed desire to expand the program by the increase of materials and by their active participation in the program as consultants. The participants in ABE classes in the target area numbered 89 in FY 68, 199 in FY 69, and 608 in FY 70. Thus, the number of participants in the classes has increased by threefold. (Author/CK)

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GEORGIA

ABE RECRUITMENT
RESEARCH PROGRAM

STATE MODULE FINAL REPORT

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AUGUST 31, 1970
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

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FINAL REPORT
Georgia State Module
Adult Basic Education Recruitment Research Program

Grant Number OEG 2-7-005077-5077-2(324)

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 2

BANKS COUNTY ABE RECRUITMENT RESEARCH PROGRAM

GEORGIA STATE MODULE

Thelma Orr, Director

Date: September 30, 1970

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ABSTRACT
Georgia State Module
Adult Basic Education Recruitment Research Program

The major purpose of the Georgia State Module was to demonstrate and investigate effective recruiting methods for Adult Basic Education classes in the Appalachian Region of Georgia.

In order to better understand the strengths and limitations of recruiters with differing backgrounds this project utilized college students, lay persons, volunteers and Adult Basic Education teachers as recruiters. All of the recruiters participated in orientation and in-service sessions. These sessions included information concerning characteristics of the under-estimated adult and basic interpersonal skills and human relations.

It was found that of the recruiting groups those who were responsible for the implementation of the program had the greatest retention. The college student recruiter was not successful in dealing with this population. Better than eighty percent (80%) of those students enrolled by the ABE teacher-aide recruiter and/or the ABE teacher recruiters remained in the program.

The increase in local and state interest is apparent by the expressed desire to expand the program by the increase of materials and by their active participation in the program as consultants.

The participants in ABE classes in the target area numbered eighty-nine (89) in FY 68; one hundred ninety-nine (199) in FY 69; and six hundred eight (608) in FY 70. Thus, the number of participants in the ABE classes has increased by threefold.

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FINAL REPORT
Georgia State Module
Adult Basic Education Recruitment Research Program

INTRODUCTION

The Georgia State Module of the Adult Basic Education Recruitment Research Program started in September of 1967 as a pilot project with Towns County being the only participant. In October of 1968 Banks, Habersham, Rabun, Stephens, Union and White Counties and the City of Gainesville became associated through their Boards of Education. During 1969 Gainesville withdrew from the program and Franklin, Hall and Pickens Counties became participants. This resulted in a total of ten (10) Appalachian Counties with a target population of some 37,000 being active, continuing participants.

The major purpose of this project was to investigate ways in which intervention into the lives of poor and illiterate adults might break the ongoing Appalachian poverty cycle.

To achieve this purpose, the technique of using trained personnel from differing social backgrounds was utilized. The recruiters were selected, instructed and placed in areas where the reduction of illiteracy is dependent upon intensive and continuous recruitment of the target population.

The concept that active intervention is necessary if the existing life styles are to be changed is generally accepted by adult educators and by

educators at large. However, there is a considerable empirical and theoretical gap between the generalization and the systematic implementation of techniques and procedures to foster continuous participation. For example, the nature of the experiences which foster personal behaviors conducive to getting others involved in ABE programs and their relationship to later human involvement is not fully understood. The interplay of external planning and family climate is not clear. In addition there remains the question of techniques for getting the underdeveloped person to utilize the resources available to improve his own opportunities for self-fulfillment. In other words, how do recruiters and adult educators interest poor people in acquiring the skills necessary to live in ways different than their present life patterns?

Recruiting techniques are not, then, the simple acts of adopting or adapting a program of speech. It is, on the other hand, a process of determining the interaction of the recruiter and the "recruitee" and of the total supporting resources of the community. The recruiter must understand the situation as the "recruitee" sees it and he must be able to communicate his own feelings and concerns in an empathic way to the potential participant. The poor adult must, in other words, see the opportunities as relevant and possible for him. He must see the probability that the program will make a difference in his life, and that the difference made will be those desirable to him. He must see himself as being able to become totally involved in today's complex society, and,

perhaps of more importance, he must see a need for becoming involved.

Recruitment of adults for educational programs is the most difficult of all administrative tasks, and yet it is obvious that without adequate recruitment we cannot change the life styles of the underestimated and underdeveloped adult. It is furthermore apparent that since parents are the most influential of all teachers and that young children tend to adopt the life styles of their parents that this poverty cycle will continue until adult behavior is changed. Adult education is necessary — yet without personal recruitment those at the lowest level of poverty are usually not reached.

OBJECTIVES

The major objective of the Georgia State Module of the Appalachian Adult Basic Education Demonstration Center has been tc develop effective procedures for the recruitment and retention of Adult Basic Education students. The resources of National (Appalachian Adult Basic Education Demonstration Center), State (Adult Education Unit of the Georgia State Department of Education) and Local (local school boards, business and civic organizations) Agencies have been coordinated in this recruitment effort.

The specific objectives as stated were:

1. To develop a training program for Adult Basic Education recruiters and Adult Basic Education teachers (and to provide extensive and intensive In-Service Education programs to indigenous lay recruiters).

During the development phase of this project three (3) types of training have been used for the Adult Basic Education recruiters and teachers. These three (3) types are: individual pre-service and in-service, local systems small group pre-service and in-service, and multi-system in-service. As new recruiters and teachers joined the program, the director and/or consultants from the State Department of Education and the University of Georgia met with them for an orientation program. The extent of this program varied with the particular needs of the person and ranged from one (1) hour to six (6) hours

with a mean of three (3) hours. This orientation was carried out through the cooperation of the local school system with a local person usually participating in the pre-service and later in-service training.

Three (3) multi-system In-Service Workshops have been held during this project. Representatives from the ten (10) counties participated with a total involvement of approximately one hundred fifty (150) persons. The participants indicated a preference for small group sessions assisting in better ways to individualize interaction and instruction.

Thirty-six (36) individual county small group meetings have been held for orientation, instruction and evaluation. These meetings included specific help from State Department and University consultants with specific emphasis placed on requests and needs of the specific groups. For example, the director and consultants observed the teacher-class interaction and then worked with the teachers and the adult students in human relations and self-understandings. These group sessions suggest that contrary to some research the culturally underestimated may not be lacking in motivation. They may not be lazy or shiftless, but are victims of not having the understandings about self and the skills necessary to cope. They do not, in other words, see hope and possibilities for themselves - - - they are poor of spirit, which may be more crucial than poor of purse. More of this small group work is needed in the future as we seek ways to reach the poor.

In addition the director has met with individual recruiters and adult basic educators as the need arose. One hundred twenty nine (129) individual sessions were held for the purpose of evaluating and redirecting the activities of the recruiters and teachers.

It is hoped that as the teachers and recruiters become more expert that the number of director contacts can be cut down with the teachers and recruiters assisting each other. These initial meetings are necessary as new recruiters and teachers learn to understand themselves and the adults with whom they are to work.

Additional information concerning these sessions can be found in the Appendix.

Attachments A-1, A-2, and A-3: Reports and Evaluations of Workshops

Table I - Pre-Service and In-Service Training Sessions

2. To compare the effectiveness of various types of recruiters.

Since September of 1969, nine hundred eighty-two (982) contacts have been made by the recruiters of this project. Of these two hundred seventy-one (271) or twenty-eight percent (28%) have enrolled in the Adult Basic Education programs.

See Appendix:

Table II - Adult Basic Education Recruitment Summary

Table III - Comparison of Recruiting Methods in Each County

Table IV - Characteristics of Recruiters in Relation to Number of Contacts and Enrollment of ABE Students

An analysis of the recruiting data shows:

(1) Five (5) ABE Teacher Recruiters made one hundred twenty-three (123) contacts. Of these, seventy (70) or fifty-seven percent (57%) enrolled in the ABE classes.

(2) Four (4) public school teacher recruiters made sixty-eight (68) contacts, of whom twelve (12) or eighteen percent (18%) enrolled.

(3) Seven (7) Lay Recruiters made two hundred thirty-eight (238) contacts enrolling sixty-six (66) or twenty-eight percent (28%).

(4) One (1) Lay Teacher Aide Recruiter made ninety-three (93) contacts and enrolled fifty-nine (59) or sixty-three percent (63%).

(5) One (1) Lay ABE Student Recruiter made four hundred thirty-four (434) contacts and enrolled sixty-four (64) or fifteen percent (15%).

(6) One (1) College Student Recruiter made twenty-six (26) contacts, but none of them enrolled.

3. To determine the relationship between types of recruiters and retention in program.

These data reveal that those persons actively involved in the continuing educational program (in this case the ABE teachers and ABE teacher-aide) were more successful in the recruitment than were those who were not. The College Student was unsuccessful in recruiting in this population.

Table VII (see Appendix) reveals that of the six hundred eight (608) enrolled, paid recruiters enrolled three hundred three (303) or fifty percent (50%). Volunteers and mass media enrolled only twenty-four percent (24%), whereas other personal contact (in this case institutional and vocational school personnel) accounted for twenty-six percent (26%).

Examination of data in Tables II, III and IV (see Appendix) shows that the holding power of the ABE teacher aide recruiter and ABE teacher recruiter is also higher than any other group. Of the one hundred twenty-nine (129) enrolled by this group eighty-seven percent (87%) have remained in the program.

The lay recruiters enrolled sixty-six (66) persons and with follow-up efforts had a retention record of seventy-seven percent (77%). Of the twelve (12) persons enrolled by public school teachers forty-eight percent (48%) have remained in the program. Of those persons recruited by the lay ABE student recruiter seventy-four percent (74%) have remained in the program.

These data reveal, then, that those persons who were more personally involved with and responsible for the success of the individuals involved had a higher retention rate. From these data one might postulate that when a person is responsible for involving a person in a program of which he is responsible he will be concerned with finding ways to make the program significant to the individual. It may be that in our society those persons who are reimbursed for their services feel a deeper sense of involvement than those who are not.

4 & 5. To develop and utilize recruiter "log books" and to improve the recruiting program through an analysis of the recruiter "logs".

Examination of Attachment C in the Appendix gives some descriptive data concerning the nature of employment, educational background and reasons for interest in the ABE programs.

Of those attending the ABE program less than ten percent (10%) were unemployed. They were primarily in the eighteen (18) - forty-five (45) year age bracket and had an average income of three (3) - four (4) thousand dollars

annually. A majority of the participants were married with approximately fifty-five percent (55%) female and forty-five percent (45%) male. Factories in the communities provided employment for the largest number of participants with the largest number stating a reason for attending as being that of self-improvement. The logs further reveal that most of the participants in the ABE program had reached junior high but had not gone beyond the eleventh (11th) grade level. Actual performance data indicates that they do not perform at junior high level, but they had attended school for that period of time.

The development and utilization of recruiter and teacher logs have not been as extensive as it should have been. This was partly due to the lack of adequate staff but was also due to the exploration of ways to utilize the data and to find the kinds of data needed. For example, it was decided that additional data concerning how one felt about himself, his peers, and the educational setting should be a part of the log. In the future the log will need to be expanded to include not only pre and post information but systematic changes in cognitive and affective behaviors.

The log will, in effect, become a tool for curriculum revision and redirection. It will serve as a continuing evaluation and feed forward tool in the overall program.

6 & 7. To provide instructional skills to indigenous lay recruiters and to use some of the local recruiters in individual instruction.

These objectives have not been met as effectively as had been hoped. The two (2) major reasons for this were the lack of program staff for adequate training and, therefore, the lack of adequate opportunities for the isolated "hard-core" families and the inability to identify and recruit (due to the lack of staff) indigenous lay recruiters.

Efforts in this direction have been made and these objectives will carry major importance in future programs in this area. In two (2) counties the ABE teacher-recruiter has given time to visit families and to find ways to assist with home instruction. They have been well received and currently plans for intensive program planning and implementation of such progress are underway.

In addition each of the work-study sessions (workshops) have included ways to work with the underestimated adult and ways to individualize instruction to meet the person's peculiar needs and expectations.

See Appendix:

Attachments D - In-Service for ABE Teachers

Georgia ETV Network

8. To continue recruiting for regular classroom programs of Adult Basic Education.

If the poverty cycle is to be broken in Appalachia, recruitment is the necessary ingredient. Research has shown that those who need to come to programs often do not, and of those who start a large percentage drop out. The Georgia Recruitment Program continues to support the fact that efforts to reduce illiteracy are primarily dependent upon intensive and continuous recruitment. The results of the project also suggest that the particular kind of recruitment is dependent upon the particular situation. Each area and indeed perhaps each person differs in the kinds of communication which is most effective. It is, therefore, necessary that the recruiter have intensive training in interpersonal skills and human understandings. The recruiter must understand his own purpose in order to understand the needs and desires of other complex human beings. He must understand the unique ways in which man utilizes his available resources, and how he defends himself against those facets of the environment which may be anxiety provoking or threatening to him.

The director of this project is continuously working with recruiters and teachers in finding ways to more effectively and efficiently develop and utilize human capabilities. The results of these efforts have been seen in the formation of ten (10) new classes and an increase in ABE programs by local school officials.

In the recruiting the director has solicited the services of mass media, VISTA volunteers, church and civic organizations, business leaders and community leaders as well as paid recruiters.

9. To maintain achievement records on each adult enrolled so comparisons between groups and techniques can be made regarding relative achievement.

Cumulative, comprehensive folders have now been set up for each student in this project. These data include informal reading inventories, a few standardized tests on some, logs, teacher made tests, student work samples, etc. The data acquired to date, however, is not sufficient to adequately assess this objective.

There are many reasons for this objective not having been met. A major reason is the lack of previous planning as to the nature of data to be collected and a systematic way to collect the data. Another major reason, and perhaps a more important one, is the observed fact that these people are often threatened when any kind of test data is required. Initial testing is probably not accurate due to these fears and anxieties. It may be that some of the adults are threatened enough not to return when tests are given during the first few sessions. It seems that a more realistic assessment for these adults may be actual behavior assessment (performance) through systematic

observation techniques. That is to say, techniques designed to have the person approach his level of competency in real life situations may be a more accurate way to assess these persons who have had years of unsuccessful educational and life experiences.

10. To assess the views adults in ABE classes hold about themselves and their abilities.

The adults in this project were administered the "How I See Myself Scale" developed by Ira Gordon and standardized by Pearline Yeatts.

A factorial analysis of the data revealed six (6) factors. The factors are: (1) Interpersonal; (2) Physical; (3) Teacher-School; (4) Academic; (5) Emotions; (6) Autonomy. It further showed that all the ABE students, including those who had been participants in the program for one (1) year, saw themselves as less adequate than do middle class adults on all factors.

On all factors of the Self-Concept the males felt less adequate than females. Those who had been in the program for one (1) year felt more adequate in all factors except autonomy and physical adequacy.

The white members saw themselves as being more adequate on the interpersonal and autonomy factors than did their negro counterparts. However, the blacks saw themselves more positive in the areas of (1) teacher-school, (2) physical appearance, (4) academic adequacy, and (5) emotions. The boys in the

Correctional Institution saw themselves more adequate in all factors than did any other group.

It may be that the blacks see themselves in a more positive way due to cultural expectations. For example, dropping out of school is more often accepted in the black community and, therefore, they are as adequate as their associates. Perhaps the fact that whites have, in the past, been able to initiate conversation with both whites and blacks account for their feeling of greater interpersonal adequacy. It may also be that in the black culture doing self-directed things is not customary and they, therefore, do as much as they desire; whereas, the poor whites may not have opportunities to do things on their own, but see other whites making their own decisions.

The fact that the boys in the Correctional Institute saw themselves as more adequate than those in the other groups may be a result of the length of now successful experiences. That is to say, the fact that they are younger may be a factor in this feeling of adequacy and may, therefore, be a positive for them.

See Appendix:

Attachment F - "How I See Myself Scale"

COMPONENTS

The original purpose of the Georgia State Module was that of the component "outreach". As the program has developed and expanded, further components were essential to give the meaning and depth to the "outreach" component.

Outreach. In order to recruit someone it seems necessary to know something about the characteristics of the persons you wish to recruit. A first phase of this project was, then, to identify some of the unique qualities of the underestimated adult. The following observations were made by the recruiters, teachers and director of this project concerning the nature of those with whom initial contacts were made:

(1) These people are as unique within the group as they are between groups.

(2) Those persons seeing themselves as more able and the world as more friendly were easier to recruit.

(3) Many of those "hard-core" were self-defeated and poor in spirit as well as poor of purse.

(4) The language patterns of the poor are different, but they are not non-verbal.

(5) There is a feeling of being other-directed and repressed, rather than self-directed and coping.

(6) There is little feeling of community responsibility.

(7) The adults do not have current information concerning possibilities or probabilities.

(8) He has a difficult time maintaining a sense of dignity, due to discrimination and low marketable skills.

(9) The roles the underestimated can play are limited. This is due to the lack of skills and meaningful relationships.

(10) He is always having to attend mere survival needs and, therefore, has little time to concern himself with his self-enhancement needs.

(11) The underestimated do not deal with causality or consequence as often as middle class people do. They tend to behave according to the concrete situation as it appears at the moment.

(12) The ego does not appear to be as developed. That is to say, it does not know all the possible alternatives and, therefore, cannot deal with reality in the same ways as the middle class can.

(13) The underestimated are, however, constantly striving to enhance self while still maintaining their current self.

During the development of this recruitment program procedures also had to be

developed. The cooperation of ten (10) system superintendents (counties: Banks, Franklin, Habersham, Hall, Pickens, Rabun, Stephens, Towns, Union and White) was acquired. They assisted in identifying recruiters and students, and in finding facilities and communication necessary for the establishment of the programs. The county people further assisted the director, State Department of Education Consultants, University of Georgia Consultants and the Appalachia Adult Basic Education Demonstration Center in the pre and in service training programs for the recruiters and teachers. In all meetings emphasis was placed on the understanding of the underestimated adult and in ways to establish and maintain rapport with them.

In an effort to determine the most effective recruiting technique a variety of recruiters were utilized. These included college students, ABE students, indigenous lay recruiters, teachers, ABE teachers, VISTA volunteers and other lay recruiters as ministerial and civic associations. Since September 1, 1969, nine hundred eighty-two (982) people were contacted with two hundred seventy-one (271) enrolling in ABE classes.

The "Recruiter Logs" were kept in an effort to gather data concerning the target population. These logs resulted in a personal folder being made for each student which was then used for program planning and instructional needs.

Many agencies as Health, Family and Children Services, OEO - Ninth

District Opportunities, Inc., Ninth District Educational Services, Adult Education Unit of the Georgia State Department of Education, Young Harris College and the University of Georgia, and other civic and professional groups were cooperative in planning and implementing this program.

The Georgia State Module of the Adult Basic Education Recruitment Research Program is OUTREACH. These recruitment procedures continue to change as additional information is gathered, but currently, it appears that the best recruiters are those who are actively involved in all phases (recruiting, implementing and evaluating) of the program.

See Appendix:

Forms - Log for Recruiters

Retention. If effective ways to retain the group are not utilized, recruitment is of little value. Retention, then, is a major component of the Georgia State Module.

Research as that of Deutsch and Combs shows that when a person believes he can, he will spend the time necessary to do. In other words, a person behaves according to how he believes the situation to be — not as others believe it to be. In an effort to assess how the adults viewed themselves and the situation their views of self were reviewed. Unfortunately these were not acquired until near the end of the program and could not, therefore, be

utilized in program planning for the entire year. The information was used for redirection of the project and in the future plans include early assessment of views of self.

The director and consultants worked with recruiters and teachers, as well as with the adult participants, in helping the adult understand himself as a capable human being. Programs to expand this aspect of the program will be extended for future participants.

Realizing that returning to school for an ABE student is a major step, the teachers realized the necessity of helping each person find successful experiences during each session. The teachers utilized the "log" and other information given by the recruiter in understanding the specific needs and desires of the individual. His program was then set up with relevant activities.

The adults needed constant assurance and reinforcement in their activities.

From observations and student discussion one can assume that those ABE classes which are individualized will have a higher retention rate than those which are not. These programs must be paced to meet the immediate needs of the adult. That is, they must be simple enough to insure success, yet at the same time complex enough to cause the person to "reach" and grow. All the activities must be real life based so as to meet the needs of the individual.

Practical usable skills are much more meaningful than are theory and abstract ideas.

Eighty percent (80%) of the adults who entered the Georgia State Module Program have remained active. When one considers that more than fifty percent (50%) of the high school students in this area drop out of school this is indeed successful.

One will note from Tables V and VI the reasons given by the twenty percent (20%) who left the program. Other than those students leaving the Correctional Institutions the largest number of reasons given were lack of interest in only two (2) counties and conflicting work schedules in one (1) county.

See Appendix:

Table V - Comparison of Reasons for Withdrawals by Counties in Relation to Enrollment

Table VI - ABE Enrollment Summary

Diagnosis. It was noted earlier that caution is needed when testing the ABE participants at the beginning of a program. It has been found that the informal interview method is the most successful. This approach with a systematic observation should improve this aspect of the program in the future.

In addition to the informal interview technique a brief oral test in word recognition or informal reading inventory is used to establish the

student's placement in class and to indicate the reading material that he can use successfully. Standardized tests ABLE I and II are also being used.

As the program progresses, in the future additional tests will be needed. It is expected that upon entrance to the program the adult will work with the teacher in getting the data necessary to help plan his program. This will necessarily include cognitive skill tests as well as such affective measures as Gordon "How I See Myself Scale" and other attitude scales. A continuous testing program will be necessary to evaluate and redirect the program as to specific behavioral and performance objectives.

Manpower. Interest in the Georgia State Module has grown and the concern is currently seen by continuous requests for additional programs.

The director has successfully acquired the services of volunteers from the local schools, universities and other educational media in recruiting and transporting. The State Department of Education continues to furnish materials and funds for the classes as well as supplying classroom facilities, etc.

The teachers in the program give additional time for follow-up activities and are assisted by nineteen (19) paid recruiters, one (1) secretary, one (1) part-time bookkeeper, a project director and other consultants and research assistants.

Three (3) multi-county workshops have been held with approximately one hundred fifty (150) participants. In addition twenty (20) area teachers attended a credit course on "Teaching the Disadvantaged Adult".

Additional assistance from local persons will continue to be a major concern, and in the future emphasis will be on acquiring more assistance from the ABE students themselves. They could be a vital and powerful source in recruiting and teaching "hard-core" unemployed.

Materials and Curricula. It has not been the purpose of this project to evaluate curricula materials. The State Adult Basic Education Curriculum Guide and state approved instructional materials are being used. In addition educational television has been utilized by the teachers. Attachment E (see Appendix) shows a report of the television program.

In the future more evaluation of materials will be necessary. It is not possible to individualize learning without evaluating the materials to be used for effectiveness with the particular individual. It may also become necessary to develop certain materials to utilize a wider variety of materials. Programmed learning will probably be used more with future ABE classes.

Methods and Teaching Techniques. A variety of teaching methods have been utilized. The chief emphasis has been on active individual participation in interpersonal situations. Teachers have employed demonstration, role playing,

group discussion and the Socratic method - using a variety of materials such as films, tapes, speakers, tape recorders, transparencies, filmstrips, EDL reading machines, language masters, television, film loops, and books. The utilization of various resources and materials allowed each individual to learn in his own style preference, thereby increasing the retention of the students.

Persons in the community (including members of the ABE classes) were used as resource people and assisted others in particular skills and interest.

The in-service programs were enriched by the members of the Southern Regional Education Board, by University of Georgia staff, by the staff of the Appalachian Adult Basic Education Demonstration Center and by consultants from the Adult Education Unit of the Georgia State Department of Education.

Continuous in-service experiences have provided the teachers and recruiters with new techniques for working with the underestimated adult, and have also given them the opportunity to share with each other, thereby getting new ideas.

The evaluation of the in-service (see Appendix) program shows that the recruiters and teachers shared in their positive evaluation of the work-study sessions. It is apparent from the data that the participants saw a need for a variety of experiences and desired assistance in all areas of understanding and working with the underestimated adult.

In the future additional work sessions will be held in utilizing ways to further individualize.

Continual and Terminal Counseling. This project does not employ a counselor. The director, University of Georgia consultant and teachers have assisted in employment counseling and in self-understanding, but in-depth counseling has not been a part of this project.

Placement. Employment Status forms have been distributed.

Follow-Up. The recruiters make telephone or home contacts to persons who are absent from class. This has allowed the adult to know that his presence is important and has given him a sense of dignity and worth. It has been an asset in the retention program and will continue to be an important part of the project.

There has not, however, been adequate follow-up of those finishing or leaving the ABE program. In the future better follow-up programs will be needed in order to determine the effectiveness of the program in promoting behavioral and occupational change.

STATE SUPPOkT

The State Department of Education has shown interest in and support of the entire Georgia State Module. They have served as consultants for the project and have assisted in the evaluation of this project.

In the future it is planned that they will continue to assist by sponsoring in-service projects and by assisting in the evaluation of materials and in the location of new materials.

The State Department of Education is aware of the need to recruit and have verbalized a desire to recruit, but at present do not have funds that can immediately be transferred into a recruitment fund. It is hoped that in the future more funds will be available for an enlarged recruitment program.

The State continues to provide funds for the teachers of the ABE classes as well as for the classroom space and materials. They will provide additional work-study sessions for the recruiters as well as for the ABE teachers. Consultants will also be available for assisting in orientation sessions for the recruiters and for in-service sessions.

RECOMMENDATIONS

In March of 1969 a number of recommendations concerning the Georgia State Module were made in the interim evaluation prepared by Jude T. Cotter. Action has been taken on most of these recommendations, as follows:

1. The Advisory Committee be convened at the earliest possible opportunity. The Committee met in May of 1969 and again in February of 1970, with interim individual communication.

2. That a specific training program be conducted that could be packaged for use in other State Modules.

   Successful and unsuccessful aspects of various techniques are currently being investigated. During the following year it is hoped that an entire training program will be established.

3. That a program be established in Pickens County based on the goals established for the Gainesville project.

   This has been started, but due to local difficulties has not been successful.

4. That the Gainesville project be discontinued.

   The project was discontinued.

5. That the institutions of higher learning be approached to secure student recruiters who would receive tuition grants and college credit.

   Investigation into this possibility continues, but has not as yet been feasible. One might note that the college student recruiter was not successful as a recruiter in this area. A college student from the environment has recently been employed to recruit in one area.

6. That a concerted program of information to local newspapers be started.

   Newspapers and other media are being used for communication purposes. It is, however, often difficult to get space in some of the local newspapers. Efforts in this area are continuing.

7. That orientation be given teachers who had not taught Adult Basic Education classes.

   This is being carried out in multi-county workshops and a more intensive in-service program will be carried on.

8. That the possibility of establishing an ABE program at Alto be explored.

Classes have begun at the Correctional Institute. They have been rewarding with some one hundred fifteen (115) students having enrolled.

NEW RECOMMENDATIONS

The major weaknesses of this program have been the frustrations derived from not being able to reach a larger percentage of the target population.

1. In those counties where the administrative staff has not been actively involved in the recruiting program (has not displayed an active interest), the recruitment has not been as effective. It may be that when the lay public sees those whose business is education as not being interested that they do not see education as being advantageous to them.

   Efforts to improve the program in these counties continue, and some success is being seen through the efforts of finding influential civic and church leaders. However, these areas are areas where home (door to door) recruitment is needed.

2. The ten (10) county area is such a large geographic area that it is difficult for the director to make as many contacts as are needed. This was helped during the spring by the employment of a continuing consultant from the University of Georgia. The consultant met with groups and assisted in planning, evaluating and redirecting, recruiting and teaching. This will be expanded in the future and should facilitate the director being able to work more in personal contacts.

In addition, three (3) local system counselors and/or supervisors were employed to implement and supervise programs in their area.

3. It was found that in this target area that in order to reach the "hard-core" additional home visits are necessary. In the future it is recommended that many of the adults be reached initially through home adult programs. These will be done through an effort where the recruiter-teacher will go into homes and teach the adults to work with their own or other children in a specific learning task (as reading). These programs will then be expanded into community programs. That is, programs where three (3) or four (4) neighboring adults will meet as a group to learn specific skills to teach their children. The adults will then be encouraged to attend regular ABE classes.

4. It is expected that through the process of learning to teach their own children that the adults will learn the basic attack skills themselves, and will learn them without the fears attached to going back to school.

5. It is further expected that by working with the parents in finding ways to help their own children that the poverty cycle can be broken by changing the image the child has of an adult and the views the adult holds about education.

6. Although the purpose of this project is not to evaluate curricula materials it is necessary to continuously evaluate the effectiveness of the materials. There is currently a need for new materials which integrate reading, writing and computing into one (1) unit. These units should concern themselves with self-understandings as well. The director of the project will need to spend more time in the future with the evaluation of materials used.

7. The home programs will allow the adults to learn how to utilize the resources available to them for intellectual learnings, and how to change their environment to meet their own needs.

8. The major emphasis of this project for the following year should be to perfect the technique of home recruiting and home teaching. It is the intent of the director to spend a major portion of her time on this task.

9. In order to more adequately assess the total program a systematic testing and information program will be set up for the future. This will allow for better direction and for a more accurate assessment of ongoing programs.

APPENDIX

Table I

GEORGIA STATE MODULE

Pre-Service and In-Service Training Sessions
June 1969-April 1970

COUNTIES	COURSE CREDIT*	INDIVIDUAL	SMALL GROUP	MULTI-SYSTEM WORKSHOP
Banks	1	20	6	3
Franklin	0	12	5	2
Habersham	2	10	3	3
Alto	3	8	2	3
NGTVS	0	3	2	2
Hall	1	7	2	3
Pickens	0	5	2	2
Rabun	2	13	5	3
Stephens	3	12	5	3
Towns	1	14	1	3
Union	1	15	1	2
White	0	10	2	3
TOTALS	14	129	36	32

* 7 ABE Teachers attended Workshop at University of Georgia.
6 ABE Teachers attended Workshop at Morehead State University.
2 ABE Teachers attended both Workshops.

GEORGIA STATE MODULE

Adult Basic Education Recruitment Summary
September 1969-April 1970

COUNTY	TYPE RECRUITER	NUMBER OF CONTACTS	NUMBER ENROLLED	% ENROLLED BY RECRUITER	% ENROLLED BY COUNTY
Banks	ABE Teacher	5	3	60.00	29.09
	Lay (2)	50	13	26.00	
Franklin	Lay (2)	34	19	55.88	60.12
	ABE Teacher	46	26	56.52	
	ABE Teacher Aide	93	59	63.44	
Habersham	Lay	61	18	29.50	29.50
Hall	ABE Teacher	19	19	100.00	75.00
	ABE Teacher	29	17	58.60	
Pickens	Teacher	19	0	0	10.20
	Lay	49	5	7.30	
Rabun	Lay-ABE Student	434	64	14.74	14.74
Stephens	Teacher	16	7	43.75	32.43
	Teacher	21	5	23.81	
Towns	Lay	44	11	25.00	25.00
Union	ABE Teacher	24	5	20.83	10.00
	College Student	26	0	0	
White	Teacher	12	0	0	0
	VISTA & mass media				
TOTALS	19	982	271	———	27.60

Note:

5 ABE Teacher-Recruiters made 123 contacts & enrolled 70 or 56.91%.
4 Teachers made 68 contacts & enrolled 12 or 17.65%.
7 Lay Recruiters made 238 contacts & enrolled 66 or 27.73%.
1 Lay-Teacher Aide made 93 contacts & enrolled 59 or 63.44%.
1 College Student made 26 contacts & enrolled 0.
1 Lay-ABE Student made 434 contacts & enrolled 64 or 14.75%.

19 Recruiters made 982 new contacts & enrolled 271 or 27.60%.

Table III

GEORGIA STATE MODULE

COMPARISON OF RECRUITING METHODS IN EACH COUNTY

COUNTIES	METHODS AND TECHNIQUES USED IN RECRUITING	TARGET POPULATION	TOTAL NO. CONTACTS 9/1/69-4/30/70	TOTAL STUDENT ENROLLMENT 4/30/70	CUMULATIVE TO STUDENTS PREVI ENROLLED SINCE
Banks	ABE Teacher Lay Recruiter VISTA	2,222	5 50	33	35
Franklin	Lay Recruiter (2) ABE Teacher ABE Teacher Aide Ministerial Association	3,113	34 46 93	104	0
Habersham	Lay Recruiter VISTA & mass media	4,774	61	33	212
Alto	(Correctional Institution)	(150-200)		115	28
NGTVS	Technical-Vocational School	(100)		41	0
Hall	ABE Teacher (2) Mass media	11,659	48	63	274
Pickens	Teacher Lay Recruiter	2,872	19 49	34	66
Rabun	Lay Rec.-ABE Student VISTA & mass media	1,756	434	98	180
Stephens	Teachers (2) VISTA & Teacher Aide	5,021	37	29	342
Towns	Lay Recruiter VISTA	1,065	44	17	30
Union	ABE Teacher College Student	2,234	24 26	27	27
White	Teacher VISTA & mass media	2,058	12	14	26
TOTALS		36,774	982	608	1,220

GEORGIA STATE MODULE

CHARACTERISTICS OF RECRUITERS IN RELATION TO NUMBER OF CONTACTS AND ENROLLMENT OF ABE STUDENTS
October 1, 1969-April 30, 1970

AGE	SEX M	SEX F	RACE	EMPLOYED AT PRESENT JOB FULLTIME	EMPLOYED AT PRESENT JOB PARTTIME	PRIMARY OCCUPATION	RECRUITER TITLE	TARGET POP.	CONTACTS	ENROLLED FROM CONTACTS	CUM. TOTAL ENROLLED
62		X	White	X		Teacher	ABE Teac.Rec.	2,222	5	3	33
37		X	White	Unemployed		Housewife	Lay Rec.		20	8	
24	X		White	X		Telephony	Lay Rec.		30	5	
58		X	White		X	Housewife	ABE Teac.Aide Rec.	3,113	93	59	104
50		X	Black	X		Teacher	ABE Teac.Rec.		46	26	
47		X	White	Unemployed		Beautician	Lay Rec.		19	17	
56		X	White	X		Teacher Aide	Lay Rec.		15	2	
29		X	White	Unemployed		Housewife	Lay Rec.	4,774	61	18	33
, Alto, Ga. . . . . Volunteer Recruitment by School Staff.								(150-200)	(150-200)	115	115
Vocational School, Clarkesville, Ga. . . Volunteer Recruitment by School Staff.								(100)	(100)	41	41
24	X		White	X		Teacher	ABE Teac.Rec.	11,659	29	17	63
44	X		White	X		Teacher	ABE Teac.Rec.		19*	19*	
—		X	White	X		Teacher	Teac. Rec.	2,872	19	0	34
40		X	White		X	Beautician	Lay Rec.		49	5	
36		X	White	X		Clerical	Lay ABE Student	1,756	434	64	98
22		X	Black	X		Teacher	Teac. Rec.	5,021	16	7	29
24		X	Black	X		Teacher	Teac. Rec.		21	5	
29	X		White	X		Store Mgr.	Lay Recruiter	1,065	44	11	17
68		X	White		X	ABE Teacher	ABE Teac.Rec.	2,234	24	5	27
20	X		White	Unemployed		College Student	Coll.Student Rec.		26	0	
55		X	White	X		Teacher	Teacher Rec.	2.058	12	0	14

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GEORGIA STATE MODULE

CHARACTERISTICS OF RECRUITERS IN RELATION TO NUMBER OF CONTACTS AND ENROLLMENT OF ABE STUDENTS
October 1, 1969-April 30, 1970

COUNTY	RECRUITERS HOME ADDRESS	AGE	SEX M	SEX F	RACE	EMPLOYED AT PRESENT JOB FULLTIME	EMPLOYED AT PRESENT JOB PARTTIME	PRIMARY OCCUPATION	RECRUITER TITLE	TARGET POP.	CONTACTS	ENRO FR CONT
Banks	Homer,Ga.	62		X	White	X		Teacher	ABE Teac.Rec.	2,222	5	
	Lula,Ga.	37		X	White	Unemployed		Housewife	Lay Rec.		20	
	Homer,Ga.	24	X		White	X		Telephony	Lay Rec.		30	
Franklin	Royston,Ga.	58		X	White		X	Housewife	ABE Teac.Aide Rec.	3,113	93	5
	Lavonia,Ga.	50		X	Black	X		Teacher	ABE Teac.Rec.		46	2
	Lavonia,Ga.	47		X	White	Unemployed		Beautician	Lay Rec.		19	1
	Lavonia,Ga.	56		X	White	X		Teacher Aide	Lay Rec.		15	
Habersham	Clarkesville,Ga.	29		X	White	Unemployed		Housewife	Lay Rec.	4,774	61	1
	Industrial School, Alto, Ga. . . . . Volunteer Recruitment by School Staff.									(150-200)	(150-200)	11
	No. Ga. Trade & Vocational School, Clarkesville, Ga. . . Volunteer Recruitment by School Staff.									(100)	(100)	4
Hall	Chicopee,Ga.	24	X		White	X		Teacher	ABE Teac.Rec.	11,659	29	1
	Gainesville,Ga.	44	X		White	X		Teacher	ABE Teac.Rec.		19*	1
Pickens	Jasper,Ga.	—		X	White	X		Teacher	Teac. Rec.	2,872	19	
	Jasper,Ga.	40		X	White		X	Beautician	Lay Rec.		49	
Rabun	Clayton,Ga.	36		X	White	X		Clerical	Lay ABE Student	1,756	434	6
Stephens	Toccoa,Ga.	22		X	Black	X		Teacher	Teac. Rec.	5,021	16	
	Toccoa,Ga.	24		X	Black	X		Teacher	Teac. Rec.		21	
Towns	Young Harris,Ga.	29	X		White	X		Store Mgr.	Lay Recruiter	1,065	44	1
Union	Culberson, N.C.	68		X	White		X	ABE Teacher	ABE Teac.Rec.	2,234	24	
	Blairsville,Ga.	20	X		White	Unemployed		College Student	Coll.Student Rec.		26	
White	Cleveland,Ga.	55		X	White	X		Teacher	Teacher Rec.	2.058	12	

* Hall County Prison ABE Class.

GEORGIA STATE MODULE

COMPARISON OF REASONS FOR WITHDRAWALS BY COUNTIES IN RELATION TO ENROLLMENT

COUNTIES	Total Enrolled 10/1/69	Total Entries 10/1/69-4/30/70	Cumulative Enrollment 10/1/69-4/30/70	Total Withdrawals 10/1/69-4/30/70	REASONS FOR WITHDRAWALS									Active Enrollment 4/30/70
					Released from Corr. Institution	Class Discontinued	Completed Level III	Moved	No Baby-Sitter	Physical Disability	Conflicting Working Hours	No Transportation	Lack of Interest & Indifference	
Banks	9	24	33	11		4	2	1			1	1	2	22
Franklin	0	104	104	10				2	1		3		4	94
Habersham	0	33	33	11				1		2	1	2	5	22
Alto	28	87	115	57	57									58
NGTVS	0	41	41	6							3		3	35
Hall	0	63	63	19	15	1		1			1		1	44
Pickens	21	13	34	3				3						31
Rabun	61	37	98	37						7	9		21	61
Stephens	0	29	29	16				3		3	4	2	4	13
Towns	3	14	17	6				1		1	3		1	11
Union*	23	4	27	9		4	1	4						18
White	5	9	14	9				2		2	1		4	5
TOTALS	150	458	608	194	72	9	3	18	1	15	26	5	45	414

* Volunteer teacher since January 1970

GEORGIA STATE MODULE

ABE Enrollment Summary
October 1, 1969 to April 30, 1970

4/30/70 NO. OF CLASSES	COUNTIES	STUDENTS ON ROLL 10/1/69	NEW STUDENTS	WITHDRAWALS	STUDENTS ON ROLL 4/30/70
2	Banks	9	24	11	22
5	Franklin	0	104	10	94
2	Habersham	0	33	11	22
5	Alto*	28	87	57**	58
3***	NGTVS	0	41	6	35
3	Hall	0	63	19**	44
2	Pickens	21	13	3	31
5	Rabun	61	37	37	61
2	Stephens	0	29	16	13
1	Towns	3	14	6	11
2****	Union	23	4	9	18
1	White	5	9	9	5
33	TOTALS	150	458	194	414

* Full-time teacher
** 72 released or transferred from Correctional Institutions (57 from Alto & 15 from Hall County Prison)
*** Three (3) - 1 hour classes held 2 days per week at North Georgia Technical and Vocational School
**** 1 class discontinued in December; the other class has a volunteer teacher

GEORGIA STATE MODULE

Volunteer and Mass Media Recruitment Summary
Enrollment June 1969-April 1970

TYPE OF RECRUITMENT	TOTAL ENROLLMENT IN ABE CLASSES FROM CONTACTS
Volunteer Recruiters	94 TOTAL
ABE Students	32
Teachers	14
Friends	11
School officials	10
VISTAS	9
NYC Director	7
North Georgia Technical & Vocational School Counselor	4
Director, Multi Purpose Center	3
Community Store - Street Corner	3
Welfare	1
Mass Media	55 TOTAL
Notices from local schools	26
Newspapers	19
Radio	7
Notices left at places of employment by paid recruiters	3
	149 GRAND TOTAL

Note:

Total Cummulated Enrollment 608
Volunteers enrolled . . . . . 94 - 15.46%
Mass Media enrolled . . . . . 55 - 9.04%
Total of 149 or 24.50%
Paid Recruiters enrolled . . . . . 303 - 49.84%
Personal contact by staff at NGTVS & Alto . . . . 156 - 25.65%
Total of 459 or 75.49%

SUMMARY OF ORIENTATIONS GIVEN RECRUITERS AT PRE- AND IN-SERVICE TRAINING SESSIONS

GEORGIA STATE MODULE

1. What is Adult Basic Education?
2. Who finances ABE?
3. Who is eligible to attend ABE classes?
4. What are some of the problems of adult illiteracy?
5. What are a few of the causes of adult illiteracy?
6. What are the goals of Adult Basic Education?
7. What are some of the characteristics of the underestimated adult?

These are some of the questions that we attempted to answer by buzz groups, role playing, general discussions, question & answer periods, panels, etc.

Recruitment of the Underestimated:

It is difficult to entice the adult to attend ABE classes. If there is to be a great degree of success in recruitment of the underestimated, there must be total community committment to the ABE program — community resources, human resources and institutions and organizations. How does one encourage enrollments? How do you persuade men and women who have little formal education to return to school? How do you convince them that they should leave their home, their family, friends, favorite TV programs, etc. just to learn to read and write or to improve their educational level?

The first essential is to know and understand the people, their problems, attitudes and desires. Many are shy, retiring, noncommunicative. Their lives have been with one disappointment after another. Recruitment is difficult because of embarrassment, suspicion, fear, lack of understanding, etc.

Methods of Recruitment:

Extend to the recruitee a personal invitation to attend classes. If you approach with the idea of "Do something for these people", you will fail miserably. It is only when we "do something with them" that we succeed. Recruitment is not "going slumming" or "doing good". It is all of us helping each other to help ourselves.

Look for the strengths, talents and contributions that the prospective ABE student may make rather than the weaknesses and obvious needs. When we consider them only as needy individuals who require our special help, it is easy to feel superior and condescending — an attitude which they sense and deeply resent. If we really want to help, we must look for and honor their unique talents, thus boosting their already shaky self-esteem.

Be friendly and non-critical. If you are cold or authoritative, the shy and fearful ABE prospect will withdraw not blossom. They hide their true feelings and skills for fear of ridicule or rejection — both of which they have probably experienced throughout their lives.

Encourage them to talk freely about topics of interest to them. If one does this, their special interest and abilities may emerge and they will be willing to try an ABE class. If some remain silent, be patient. It may take several visits to win their trust. Always recognize their strengths.

To be a successful recruiter one must have or develop these traits: patience, optimism, understanding, acceptance, cultural awareness and sensitivity to feelings of inadequacy. Above all, a recruiter must have a genuine liking for "different" people. If you don't

like people with different backgrounds and values from your own, you can't hide it from the disadvantaged underestimated adult. No matter how hard you try to hide your feelings you will give non-spoken clues to them through gestures, tone of voice, facial expressions; all of this reinforces their feelings of worthlessness and inadequacy. Your simple, friendly, relaxed attitude will help the recruiter feel comfortable and unthreatened.

The recruiters are always reminded to contact agencies such as Family & Children Services, Health Department, civic & religious groups, local school administrators, newspapers & radio news media, business, etc. for help and names of eligible adults.

THE FOLLOWING WAS SHARED WITH RECRUITERS AT AN IN-SERVICE WORKSHOP AND THROUGH THE NEWS-LINE PUBLICATION:

AN INVITATION IS NOT ENOUGH
Jim Hester

Too often do we as recruiter and teacher feel that if we invite a prospect to enroll in our adult class that we can expect him to be at our next meeting, and the next, and the next.

We can all agree that our recruiting and holding power is not what we would like for it to be. Much progress has been made during the past year and is currently being made in our ability to enroll and hold a student. One only has to compare current figures over the previous year to see this. Although things are going well in our program, we must not get discouraged or complacent with our accomplishments but must ever be receptive to new and better techniques.

First of all, we must recognize the fact that our students have all cultivated and nourished negative habits and seldom, if ever, have they been responsible for major planning that effects their lives. With this fact recognized, we must then begin to move the student from a negative, dependent attitude to a positive, independent attitude before we can hope to realize significant academic achievement.

When we invite a prospect, we nearly always have reason to believe that the program can enrich his life in some fashion. If the prospect is responsive, he must have reason to believe it can enrich his present circumstances or he would not join the class. As a team the recruiter and class teacher are equally charged with the responsibility of seeing that these reasons are kept even alive.

The following proposal is being suggested to recruiter and teacher as a way to increase enrollment and strengthen holding power.

1. When appointment is made with prospective student, avoid him the remainder of the week and do not answer the telephone or provide other avenues for him to cancel before the meeting.
2. Don't over-emphasize that we will teach him how to read and write during the interview.
3. Pick up prospect, take and stay for first class. (Be a little early in case he is still doubtful.) If you pick him up, you can always be sure he will be there.
4. Reassure the prospect on the way to the meeting. Be sure and gain his confidence and let him know he has your continued support.
5. Introduce prospect to all present and make him feel comfortable.
6. Once he is at class, then the teacher takes over.
7. Go slow on academic expectations first few nights.
8. Spend first night on ego boosting and improving self concepts.
9. Form teams (pair-off) and have team members be responsible for getting each other back to meetings. They can pick up, call, or otherwise encourage each o
10. Take first few minutes each class to re-motivate.
11. Make sure a program of follow-up and visitation is worked out so students wil know the recruiter will follow up.

NARRATIVE DESCRIPTION OF RECRUITMENT GIVEN BY AN ABE STUDENT RECRUITER:

Preparation: Received permission from elementary schools to go through files of children's parents - notes taken from all who did not finish high school as to last grade attended and location where they; any other research to find dropouts. Put information into brief form as to location, etc., and tried to contact all people in that vicinity at or on the same trip.

Approach: Meet people, usually knock on door, tell person something about where I live, work, and who I am.

Usually make some remarks about something of interest in the house to get them to talking about themselves or children. I act interested in anything of interest to them, children, hunting, cooking, gardening, etc. and get them to talking about themselves.

Tell them about the adult classes and explain what a good opportunity it would be for them to get their high school diploma. Mention the fact that all materials are free, and try to get them to commit themselves to at least try to come for one night to see exactly how our classes work and operate. Usually tell them that I have been attending classes and how much I enjoy going.

NARRATIVE DESCRIPTION OF RECRUITMENT BY AN ABE TEACHER AIDE RECRUITER:

When I realized that I had accepted the job of recruiting people who had not finished high school to attend ABE classes in our small town, I was excited, but frustrated — HOW? Where does one start to find the people? I believed I could "sell" them if I could find them. I wanted to convince them that learning has always been and still is such fun!!

I truly believe that people "sit in darkness" who cannot read. Without meaning to be pious, I began to pray for guidance as to where and how to reach these people. I pondered several days before I made any attempt. Then the thought of visiting nearby county stores, leaving handbills (furnished by Mrs. Orr's office) to be posted about the classes. I added my name and phone number to these. I asked the storekeepers for names of people who needed this opportunity. I did the same at leading stores in town; the stores, cafes, etc. also in the negro section. I visited the managers of the industrial plants who were very cooperative. I had special brochures (from Mrs. Orr's staff) explaining the class with places for the interested ones to sign. I gathered these later and made a personal contact. I visited all the ministers, both black and white, leaving the brochure with an appeal for all eligible person to avail themselves of this opportunity. The ministers echoed the appeal. The announcement was made via radio and local papers.

Soon my telephone was ringing and I was making appointments to visit. Wherever I went I asked for names of other interested people. Then one would tell another. Most of the people knew me because of my having done substitute teaching throughout the county; therefore, they believed in me. After the ground work was laid the names just came in. Few people I visited rejected the opportunity.

This has been a most rewarding experience!!

THE FOLLOWING IS A SAMPLE OF THE "BROCHURE" (HANDBILL) THAT SOME RECRUITERS USED.

(These were posted at such public places as industrial plants, ccunty stores, cafes, etc.)

Date:_____

TO: ALL INTERESTED PERSONS OVER 16 YEARS OF AGE

FROM: Thelma P. Orr, Director - Adult Basic Education Recruitment Research Project
Banks County Board of Education, Homer, Georgia
_____,Superintendent of _____County Schools

RE: ADULT EVENING CLASSES (At Your Local School in _____ County)

This is a program to help people help themselves through continuing education. Adult Basic Education classes make continuing education a reality for adults who are seeking greater fulfillment in life, by keeping up with the changing times, and preparing for tomorrow's job.

WOULD YOU LIKE TO: Learn to speak, read, and write English
Learn job-getting skills
Learn needed arithmetic skills
Learn about spending money wisely, home management, civic responsibility and job opportunity
Prepare for the GED High School Equivalency Diploma Test

If so, join your friends in an Adult Basic Education class at you local school center. These classes are your classes so please let us know your needs. The classes will meet for 6 hours each week. There is no charge to attend these classes.

Please fill out the form at the bottom of page and return it immediately to the place from which you are obtaining this copy. As soon as these forms are returned, you will be contacted by a recruiter and notified of the organizational date for this class.

TAKE A GOOD LOOK AT YOUR EDUCATION. . . . . LEARN TO EARN . . . . .

* *

I would like to join an Adult Basic Education Class ( )
I do not wish to attend an Adult Basic Education Class ( )

SIGNATURE _____ ADDRESS _____

My local school is _____

* *

FOR FURTHER INFORMATION, CONTACT:_____, RECRUITER -
TELEPHONE NUMBER:_____.

WORKSHOP REPORT AND EVALUATION

Excerpt from NEWS-LINE September 1969

Fifty-two (52) people attended the Adult Basic Education Teacher-Recruiter Workshop at Cleveland Elementary School, Cleveland, Georgia on September 20, 1969.

Areas represented were eleven (11) Northeast Georgia counties; Oconee County, South Carolina; South Carolina State Department of Education; Morehead State University, Morehead, Kentucky; and the Adult Education Unit of the Georgia State Department of Education.

The purpose of the workshop was to determine what specific individual changes and skills on the part of the recruiter and instructor were necessary to facilitate the success of recruiting and retaining students in Adult Basic Education in this area.

Upon first analyzing the results of the study to measure the <u>meaning</u> of certain things to the adult learner by having them judged against a series of description scales, a three (3) point change in attitude toward the adult learner is indicated. Further data concerning this study will be reported.

1. Rank in order of importance to you from 1 to 4 with 1 being the highest the following:

   Forty-four (44) participants rated GROUP SESSION as number 1, highest, with a weight score of 131.

   Forty-three (43) participants rated FILM as number 2, with a weight score of 109.

   Forty-four (44) participants rated GROUP REPORTS on Case Studies as number 3, with a weight score of 106.

   Forty-two (42) participants rated SUMMER WORKSHOPS REPORTS as number 4, with a weight score of 101.

2. On the scale below, please indicate your general reaction to the workshop presentation by circling the appropriate number:

(1)	- Excellent	13
(2)	- Good	14
(3)	- Average	7
(4)	- Fair	2
(5)	- Poor	5
. .	- None	3

3. The response indicates that future training sessions should be SMALL GROUP SESSIONS. These groups should study teaching and recruiting methods and techniques, case studies developed from actual classroom situations, developing curricula, and looking at source materials and services.

These requests will be included in future Training Sessions.

SUMMARY OF ABE RECRUITMENT RESEARCH EVALUATION

October 1, 1968 - April 18, 1970

WORKSHOP PARTICIPANTS - Please check one of the following:

Teacher 14 ; Teacher Recruiter ___; ABE Coordinator ___; ABE Teacher Recruiter 3 ; Teacher Aide Recruiter 2 ; ABE Student Recruiter 1 ; lay recruiter 3 ; Other (list) 5 .

When planning future activities, it is important that I have your views concerning past activities of the adult programs and your needs for the future. Please use the following system when evaluating:

1 = VERY HELPFUL . . . I have found this most satisfying. (92)
2 = HELPFUL, but should be used in a limited way. (88)
3 = Really didn't make a difference to me. (15)
4 = POOR . . . I felt that my time was often wasted. (9)
5 = VERY POOR . . . should not be continued. (6)

EVALUATE EACH OF THE FOLLOWING WITH 1, 2, 3, 4, or 5 as shown above:

(1) Those sessions with one other staff person.
(1) Those sessions held with a local or small group.
(2) Those sessions held with the entire group (all ten counties).
(1) Those sessions meeting with the small groups of the entire group.
(2) Those sessions with speakers.
(2) Those sessions with panel discussions.
(1) Those sessions with consultants.
(1) Those sessions by ourselves (without consultants or speakers).

HOW DO YOU RATE THE SUCCESS OF THE RECRUITMENT RESEARCH PROGRAM? — 1 = Successful; 2 = Fair; 3 = Poor:

(1) The educational aspects
(1) The recruiting aspect
(2) Retention of enrollees

WHAT ADDITIONAL KINDS OF HELP WOULD YOU LIKE? (Please check those desired):

(13) Material development
(13) Use of materials
(20) Individualizing programs
(10) Human relations
(9) Recruiting
(9) Working with instructional aids
(12) Working with community resources
(2) Other:_____

WORKSHOP REPORT AND EVALUATION

Excerpt from NEWS-LINE April 1970

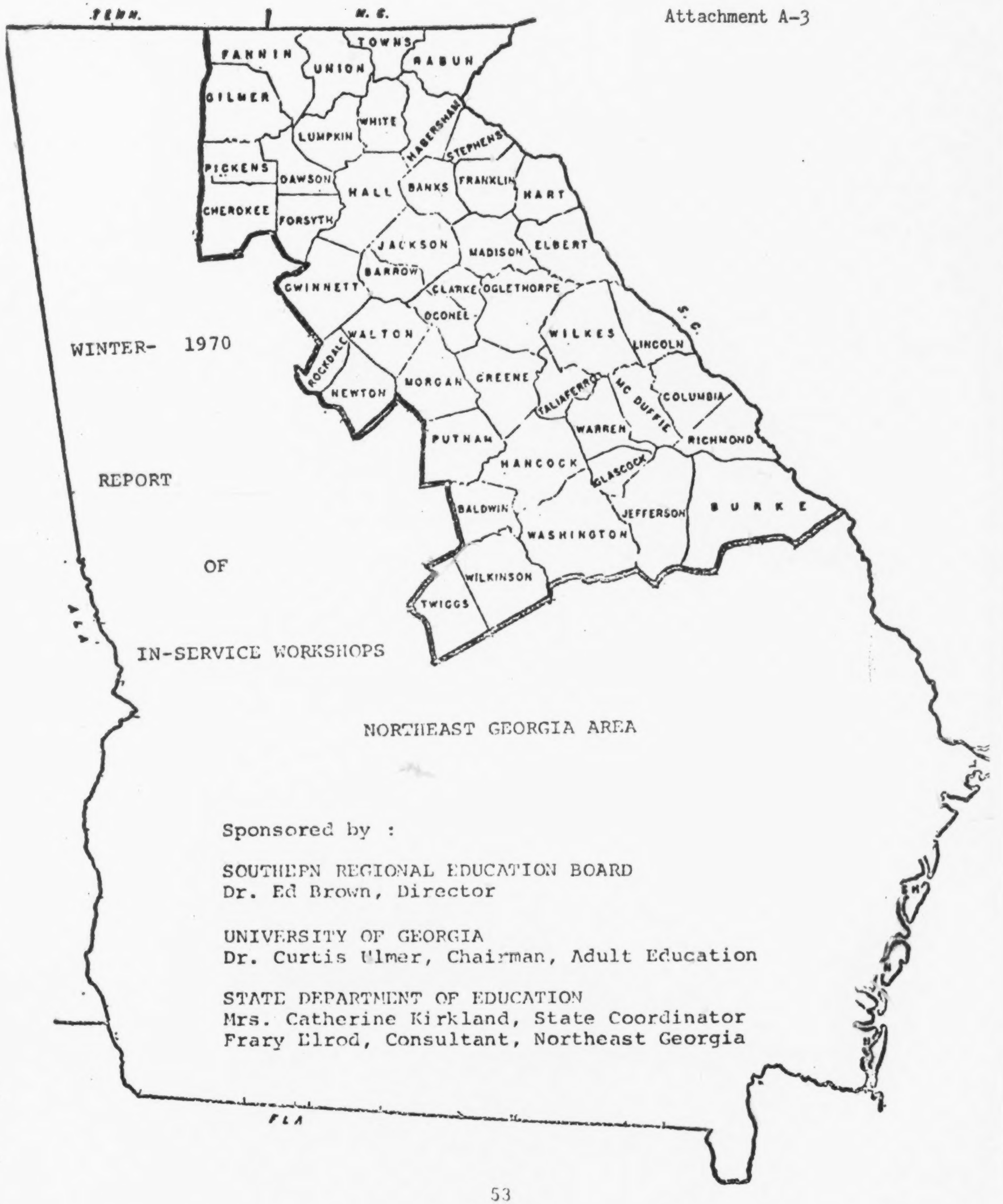
An ABE Recruiter-Teacher Workshop was held on Saturday, April 18, 1970 at the Cleveland Elementary School, Cleveland, Georgia with thirty-four (34) present. Nine of the ten participating counties were represented. Participation in the activities for the day was excellent. A big "Thank You" for all your help, interest, enthusiasm, ideas, and cooperation.

The tabulation of the results from the ABE RECRUITMENT RESEARCH EVALUATION sheets indicate that the Educational and Recruitment Aspects were successful; the Retention Aspect was fair.

Twenty-eight (28) Workshop participants filled out the Evaluation Sheets; eighteen (18) indicated that "those sessions meeting with the small group of the entire group" (all ten (10) counties) was the most satisfying or most helpful.

Twenty (20) of the twenty-eight (28) checked INDIVIDUALIZING PROGRAMS when asked, "What additional kinds of help would you like?"

Attachment A-3



WINTER- 1970

REPORT

OF

IN-SERVICE WORKSHOPS

NORTHEAST GEORGIA AREA

Sponsored by :

SOUTHERN REGIONAL EDUCATION BOARD
Dr. Ed Brown, Director

UNIVERSITY OF GEORGIA
Dr. Curtis Ulmer, Chairman, Adult Education

STATE DEPARTMENT OF EDUCATION
Mrs. Catherine Kirkland, State Coordinator
Frary Elrod, Consultant, Northeast Georgia

During January and February, 1970, staff training meetings were held in the Northeast Georgia quadrant at Milledgeville, January 10, Augusta, February 14, and Cleveland, February 28 with a total of 123 persons attending. At the Augusta and Milledgeville sessions all school systems with ABE programs were represented and at the Cleveland workshop Elbert, Gwinnett, Madison and Jackson systems had no one attending.

The program at each workshop was the same. The participants worked in three groups. One group consisted of coordinators and the teachers were divided into two groups. The coordinators were assigned the task of determing what the State Department of Education and coordinators could do to help strengthen the ABE program. One teacher group worked on what the colleges and teachers could do and the other teacher group on what the local school systems and teachers could do to strengthen the program.

A consolidation of the findings are attached as reported by the recorder from each group.

The Georgia State Module was host to the Cleveland Workshop on February 28, 1970.

HOW THE STATE DEPARTMENT CAN HELP COORDINATORS

Inservice training of teachers
  funds should be set aside by State
  at least two a year - for credit
  expand teacher training program - film, "Teaching The Disadvantaged" - should be show once a week

Inservice training for coordinators
  should teach coordinators how to work more effectively in local areas
  summer institute for coordinators

Local advisory committees
  should be recognized by SDE and efforts appreciated

Coordinators' salary
  to low - scale should be brought into smaller ADA margins

Coordinate basic education and vocational training

What can be done about student transportation?

Give recognition and appreciation to local advisory committees

Expand into secondary program

HOW UNIVERSITY CAN HELP TEACHERS

Study on recruiting adults

Provide in-services on
  processing and developing ABE materials including audio-visual

Develop pertinent and proper tests for adults in relation to their culture

Continue and expand television programs for teachers

Prepare future teachers to teach disadvantaged

HOW LOCAL SYSTEM MAY HELP TEACHERS

School principals could put more emphasis on ABE program through various school organizations such as PTA and others

Local people should contact civic, religious, industrial and business groups to advertise ABE

Solicit volunteer recruiters for ABE students

Provide chairs and tables which will be more comfortable for adults

Sponsor annually an open house so that board members and other interested persons may become more aware of students and programs

Transportation of students should be furnished by the local system

Testing and placement information and materials needed

Increase teacher's salary

Provide use of duplicating machines, etc.

Local systems must cooperate to have successful ABE Program

HOW COORDINATORS MAY HELP

Solicit help from and coordinate efforts of local civic, service, and religious organizations, news media, and other community volunteers to help advertize and recruit.

Issue to teachers a handbook or information sheets which contain purpose, yearly schedule, method of testing and evaluation, suggested guide to teaching adults, reports and forms to be completed by teacher and other pertinent data.

Recognize each students efforts with appropriate ceremony and award at end of each school year.

Identify local needs for in-service education.

Keep SDE informed of happenings in local program

HOW TEACHERS MAY HELP

Establish better communication between school board and ABE

Help carry program to pupils

Help keep public informed of whats going on in ABE

Keep better records and use test results

Use all equipment given us

Keep ourselves better informed of all available materials

Try to keep pupils in school

Inform school board of accomplishment of pupils

Attend in-service session conference

Help recruit suitable ABE teachers

Participate in in-service and college training programs

Attachment A-4

IN-SERVICE WORKSHOPS

Twenty-two (22) persons attended the workshops on Programmed Materials held April 28, 1970 in Franklin County and June 8, 1970 in Rabun County. These workshops were held as a result of requests from teachers of the ABE classes. Jim Hester, Coordinator, Independent Study, Ninth District Educational Services Center, was the consultant to the two (2) groups.

Attachment B

GEORGIA STATE MODULE

ABE RECRUITMENT RESEARCH PROGRAM
Banks County, Homer, Ga.

ABE STUDENTS FOLLOW-UP

First Follow-Up: 121 contacted. Date: October 1969 through April 1970.

COMMENTS AND RESULTS:

21	Too busy during spring & summer-will enroll in September
14	Personal problems & illness
11	Not interested - apathy, indifference
11	Planning to enroll after Christmas
7	No transportation
6	Enrolled
6	No baby sitter
6	Too busy - not enough time
6	Undecided
5	Who "drop-in", may go back
4	Rotating work shifts prevent attendance
3	Absent due to sickness - returned
3	Passed GED Test after attending ABE Classes
3	Shy, embarrassed, sorry for self
3	Subjects too hard
2	Moving - changing jobs
2	Not able to learn
1	Class was not of help to him — drop-out
1	Does not like those attending
1	Did not know that a person under 18 could attend
1	Employer asked to return
1	Enroll after hunting season, possibly January 1970
1	Expelled from high school; determined never to go to school again
1	Feels she would look silly going to school at her age
1	Got promotion he wanted after attending ABE Classes

GEORGIA STATE PROJECT

Appalachian Adult Basic Education Recruitment Research Program

LOG FOR RECRUITERS

Name 1055 total contacts includes 71 follow-up visits 984 new contacts. Date September 1969-April 1970 Time _____

Address or directions Banks, Franklin, Habersham, Hall, Pickens, Rabun, Stephens, Towns, Union, & White Counties.

Married 751 Single 158 Divorced 31 Separated 7 Widowed 31 Not Given 6

Male 474 Female 581

Number & approximate ages of out of school adults in house:

462 16-30; 428 31-45; 331 46-60; 84 over 60; 32 not given

Number of school age children 875. Are they attending? Yes - All

Employment of Male See Attachment

Employment of Female See Attachment

Did adult express any interest in ABE Program? Yes 702; No 252; Not Given 30.

If yes, what? See Attachment

If no, what reasons for not attending? See Attachment

Grade Level See Attachment

Does the family have any transportation? Yes 826; No 118; Not Given 40.

Are roads passable in winter? Yes 928; No 16; Not Given 40. How far to ABE Class Center? 1/4 Mile to 25 Miles

Interests - Church 60%; clubs _____; others _____

Income: Best estimate Social Security &/or Welfare to $7000 annually; Average $3500 annually

Did you know the recruitee before visit? Yes 314; No 564; Not Given 106.

If yes, how long? 3 months to 35 years.

Do you live in same area? Yes 286; No 589; Not Given 109.

Did recruitee enroll in an ABE class? 271 DID.

Other comments: _____

RECRUITER'S NAME _____ COUNTY _____

Attachment C-1

GEORGIA STATE MODULE

Log For Recruiters	Employment of Males
Factory	180
Construction-Building	51
Custodian-Maintenance	48
Unemployed	38
Self Employed	37
Transportation-Driver	22
Welfare	21
Mechanic	18
Store Clerk-Salesman	14
Farming-Chicken Houses	13
Lumber-Saw Mill	13
Service Station	13
Disabled	12
Social Security	12
Utility Companies	12
Laborer	10
Part-Time & Odd Jobs	7
Preacher	6
Apple Orchard	5
Law Enforcement	5
Construction-Roads	4
Forest Ranger	3
Tire Company	3
Youth Corp	3
Armed Services	2
Finance Company	2
Shoe Repairman	2
Fireman	1
Fish Hatchery	1
Plumber	1
Real Estate Appraiser	1
Retired	1
Not Given	19

GEORGIA STATE MODULE

Log For Recruiters	Employment of Females
Factory	161
Housewife	151
Unemployed	51
Domestic	22
Welfare	20
Baby Sitter & Companion	11
Waitress	8
Poultry Houses	7
Social Security	7
Store Clerk	7
Nurses Aide	5
Part-Time & Odd Jobs	5
School Lunchroom	5
Self Employed (with husband)	5
Office Worker	3
Disabled	2
Dry Cleaners	2
Apple Orchard	1
Beautician	1
Dressmaker	1
Head Start Aide	1
Nursery - Children	1
Restaurant-Dishwasher	1
Sells Flowers	1
Not Given	17

Attachment C-3

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Interest in ABE Classes
From Recruiters Logs
September 1, 1969-April 30, 1970

	TEACHER	STUDENT	NATIVE LAY LEADER	TOTAL
Wants to learn - basic education	21		49	70
Wants to try but is insecure			3	3
To help children with homework			3	3
No reason given	8		103	111
For better employment	1		5	6
Help in Math & Modern Math	3		18	21
Help in History	1			1
For GED Test or finish high school	33	8	151	192
Better himself - get ahead - improve . . .	65		50	115
Home management - to spend money wisely . .			10	10
Interested if baby-sitter can be provided .			29	29
Language arts	11		21	32
Will attend a class near home			24	24
Will attend a day class			6	6
Interested but working hours prevent			27	27
Ill at present - nerves, physical disabilities .			10	10
Interested but no transportation			28	28
Previously enrolled - drop-out			2	2
Vocational Education	4	2		6
TOTALS	147	10	539	696

* * * *

Attachment C-4

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Lack of Interest in ABE Classes
From Recruiters Logs
September 1, 1969-April 30, 1970

	TEACHER	COLLEGE STUDENT	NATIVE LAY LEADER	TOTAL
No reasons given			24	24
Too busy	5	4	64	73
Do not need training	2		15	17
Make as much as High School and College Graduates			3	3
Working Hours prevent	8	2	23	33
Has progressed too far in life to attend	1	1	16	18
Not able to learn	1		2	3
ABE would not help in finding better job in this area at age 50	1		2	3
Don't want to start because can't come every night			2	2
Small children	4		5	9
Illness - nerves	2		12	14
Just not interested in going to school	14	7	36	57
Finished high school			7	7
Too far to ABE Center (10 miles)		1		1
No transportation			1	1
Formerly enrolled in ABE classes but didn't receive help desired			9	9
TOTALS	38	15	221	274

* * * *

Attachment C-5

GEORGIA STATE MODULE

Grade Levels From Recruiters Logs

GRADE LEVELS	TOTAL RECRUITEES
First	9
Second	22
Third	35
Fourth	47
Fifth	41
Sixth	67
Seventh	187
Eighth	109
Ninth	118
Tenth	144
Eleventh	94
Twelfth	24
Have Received a Diploma	4
No Education at all	2
Not Given	56
Unknown	2

Attachment F

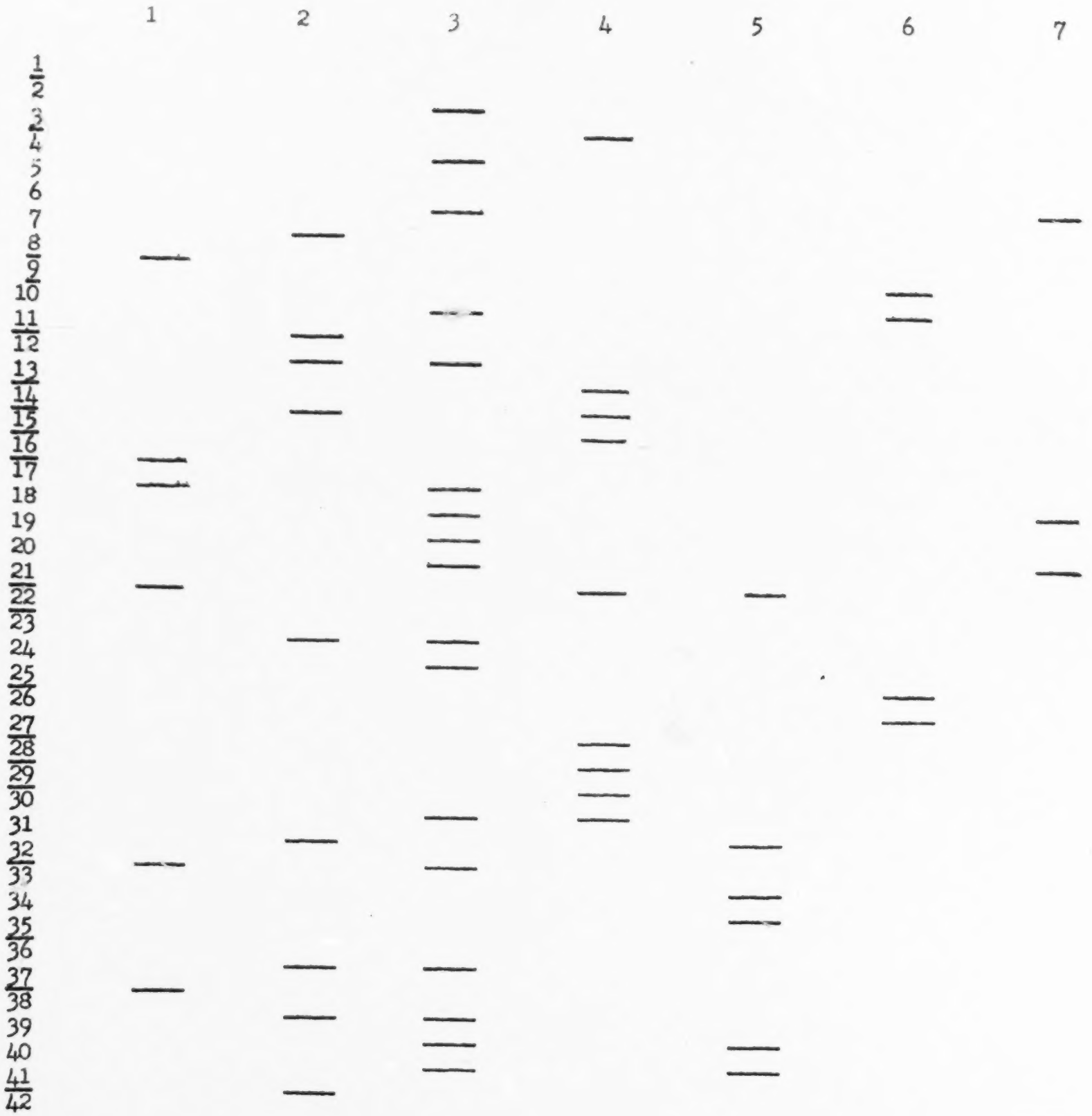
HOW I SEE MYSELF

1.	I rarely get real mad	1 2 3 4 5	I get mad easily
2.	I have trouble staying with one job until I finish	1 2 3 4 5	I stick with a job until I finish
3.	I am a good artist	1 2 3 4 5	I am a poor artist
4.	I don't like to work with other people	1 2 3 4 5	I enjoy working with other people
5.	I wish I were taller or shorter	1 2 3 4 5	I am just the right height
6.	I worry a lot	1 2 3 4 5	I seldom worry
7.	I wish I could do something about my hair	1 2 3 4 5	My hair is nice looking
8.	Teachers like me	1 2 3 4 5	Teachers dislike me
9.	I have a lot of energy	1 2 3 4 5	I have little energy
10.	I am a poor athlete	1 2 3 4 5	I am good at athletics
11.	I am just the right weight	1 2 3 4 5	I wish I were lighter or heavier
12.	The girls don't admire me	1 2 3 4 5	The girls admire me
13.	I am good at speaking before a group	1 2 3 4 5	I am poor at speaking before a group
14.	My face is very pretty (good looking)	1 2 3 4 5	I wish my face were prettier (better looking)
15.	I am good at musical things	1 2 3 4 5	I am poor at musical things
16.	I get along very well with teachers	1 2 3 4 5	I don't get along well with teachers
17.	I dislike teachers	1 2 3 4 5	I like teachers
18.	I am seldom at ease and relaxed	1 2 3 4 5	I am usually at ease and relaxed
19.	I do not like to try new things	1 2 3 4 5	I like to try new things

20.	I have trouble controlling my feelings	1 2 3 4 5	I control my feelings very well
21.	I do very well in school	1 2 3 4 5	I do not do well in school
22.	I want the men to admire me	1 2 3 4 5	I don't want the men to admire me
23.	I don't like the way I look	1 2 3 4 5	I like the way I look
24.	I don't want the women to admire me	1 2 3 4 5	I want the women to admire me
25.	I am quite healthy	1 2 3 4 5	I am sick a lot
26.	I am a poor dancer	1 2 3 4 5	I am a good dancer
27.	Science is easy for me	1 2 3 4 5	Science is difficult for me
28.	I enjoy doing individual projects	1 2 3 4 5	I don't like to do individual projects
29.	It is easy for me to organize my time	1 2 3 4 5	I have trouble organizing my time
30.	I am poor at making things with my hands	1 2 3 4 5	I am good at making things with my hands
31.	I wish I could do something about my skin	1 2 3 4 5	My skin is nice looking
32.	English is easy for me	1 2 3 4 5	English is difficult for me
33.	Math is hard for me	1 2 3 4 5	Math is easy for me
34.	I am not as smart as my classmates	1 2 3 4 5	I am smarter than most of my classmates
35.	The men admire me	1 2 3 4 5	The men don't admire me
36.	My clothes are not as nice as I'd like	1 2 3 4 5	My clothes are very nice
37.	I like school	1 2 3 4 5	I dislike school
38.	I wish I were built like the others	1 2 3 4 5	I like my build
39.	I am a poor reader	1 2 3 4 5	I am a very good reader
40.	I do not learn new things easily	1 2 3 4 5	I learn new things easily

41.	I present a good appearance	1 2 3 4 5	I present a poor appearance
42.	I do not have much confidence in myself	1 2 3 4 5	I am full of confidence in myself

ADULT SELF-REPORT



	1	2	3	4	5	6	7
Total							
High	26.12	33.36	72.28	31.44	23.81	17.72	16.08
Aver.	22.11	27.95	63.08	25.87	19.98	14.74	12.82
Low	18.10	22.44	53.88	20.30	16.15	11.76	9.56

Attachment D

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

October 10, 1969

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES

MEMORANDUM

TO: Northeast Georgia ABE Coordinators

FROM: Frary Elrod, Consultant
Adult Education

SUBJECT: In-service for ABE Teachers

This is to request that you insist that the ABE teachers in your system view the film "Teaching the Disadvantaged Adult" each Wednesday at 4:00 PM. The program is on the Georgia ETV Network.

Area in-service programs will be planned later for all the ABE teachers.

Each teacher and coordinator will greatly benefit from viewing the film and it will make the in-service program more meaningful.

LFE/esg

Attachment D

ADULT BASIC EDUCATION
Banks County Board of Education
Homer, Ga.
October 14, 1969

TO: NORTHEAST GEORGIA ABE TEACHERS

FROM: Thelma P. Orr

SUBJECT: In-Service for ABE Teachers

All Northeast Georgia ABE Coordinators have been requested by the Georgia State Department of Education, Adult Education Unit, to insist that the ABE teachers in their system view the film "Teaching the Disadvantaged Adult" each Wednesday at 4:00 P.M. The program is on the Georgia ETV Network.

Area in-service programs will be planned later for all the ABE teachers.

Each teacher and coordinator will greatly benefit from viewing the film and it will make the in-service program more meaningful.

I shall appreciate your cooperation in this matter.

TPO/lw

Attachment E

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES

April 23, 1969

MEMORANDUM

TO: Superintendents and Local ABE Coordinators

FROM: (Mrs.) Catherine S. Kirkland

SUBJECT: TV High School

We are pleased that we have been able to reschedule TV High School, the ETV series to help adults prepare to take the GED Test. The sixty lessons will start on Tuesday, September 9 and will be shown on all 10 ETV channels on Tuesdays, Wednesdays, and Thursdays at 7:30 a.m. and 7:00 p.m. The evening program will be a repeat of the morning program.

We hope every effort will be made to provide viewing centers for all interested adults and where possible teachers to assist, although no adult basic education funds may be used for this purpose.

We regret that we cannot furnish accurate information at this time concerning the kits of books for the course. The company which handled the books cannot accept the responsibility for the same price as last year. So we are still uncertain about the cost and address from which to order.

It would be well for you to publicize locally through newspaper, radio, TV and other sources the start of this series. Contacts with business, industry, Chamber of Commerce, and civic organizations could also serve to inform more people. If members of our staff can help, please let us know.

We feel this is a real opportunity to raise the educational level of our adult population in Georgia. As a result of this year's program we are issuing many more High School Equivalency Certificates than ever.

CSK/esg

APPALACHIAN ADULT BASIC EDUCATION
DEMONSTRATION CENTER MODULE STATISTICS

Please complete this form and include it in your ~~May 31~~ June 30, 1970, final report and future interim and final reports.

I. DEMONSTRATION PROJECT

NAME: Georgia Adult Basic Education Recruitment Research Project

ADDRESS: Banks County Board of Education, P.O. Box 1657, Homer, Ga. 30547

DIRECTOR(S): Thelma P. Orr

II. GEOGRAPHIC AREA

List the counties your demonstration project serves:

Banks, Franklin, Habersham (Alto & North Ga. Trade & Vocational School), Hall, Pickens, Rabun, Stephens, Towns, Union and White.

III. TEACHERS

	Full-time	Part-time
Number Employed During 1969 - 1970 Year	1	31 plus 2 teacher aides
Number Employed at End of 1969 - 1970 Year	1	29 plus 2 teacher aides
The Average Hours Worked Per Week	40	6

IV. STUDENTS

Number Enrolled During 1969-1970 Year	622
Number Enrolled at End of 1969-1970 Year	412
Average Hours of Attendance Per Week	6

V. PROJECT ADMINISTRATORS

Full-time	1
Part-time	0
Average Hours Per Week	60

VI. OTHER STAFF

Staff Title	Full-time	Part-time	Average Hours Per Week
Secretary		XX	30
Bookkeeper		XX	5

Table I

Supplement to June 1970 Final Report

GEORGIA STATE MODULE

Pre-Service and In-Service Training Sessions
May & June 1970

COUNTIES	SMALL GROUP	MULTI-SYSTEM WORKSHOP
Franklin	1	
Rabun*		1

*Counties represented: Habersham, Rabun & Towns.

Table II

Supplement to June 1970 Final Report

GEORGIA STATE MODULE

Adult Basic Education Recruitment Summary
May & June 1970

Franklin County:

Lay Recruiter made 7 contacts and enrolled 1 (or 14%).

ABE Teacher Aide Recruiter made 29 contacts and enrolled 5 (or 17%).

Rabun County:

Lay-ABE Student Recruiter made 54 contacts and enrolled 3 (or 5%) with 38 (or 70%) registering to attend in September.

RECRUITMENT FOLLOW-UP VISITS:

Franklin County:

Lay Recruiter made 4 contacts of drop-outs; none returned to class.

ABE Teacher Aide Recruiter made 14 contacts of drop-outs; all promised to return after the summer (working over time, canning vegetables, etc.).

Rabun County:

Lay-ABE Student Recruiter made 103 follow-up visits; 8 (or 7%) enrolled during May and 43 (or 41%) enrolled for classes in September 1970.

Attachment B

Supplement to June 1970 Final Report

GEORGIA STATE MODULE

ABE RECRUITMENT RESEARCH PROGRAM
Banks County, Homer, Ga.

ABE STUDENTS FOLLOW-UP

First Follow-up: 121 contacted. Date: May & June 1970

COMMENTS AND RESULTS:

43	Too busy during spring & summer-will enroll in September 1970
17	Personal problems & illness
20	Not Interested - apathy, indifference
1	No transportation
8	Enrolled
6	No baby sitter
2	Undecided
6	Rotating work shifts prevent attendance
3	Shy, embarrassed, sorry for self
2	Class was not of help to him -- drop-out
3	Employer asked to return

GEORGIA STATE PROJECT

Appalachian Adult Basic Education Recruitment Research Program

LOG FOR RECRUITERS

Name 211 total contacts includes 121 follow-up visits. 90 NEW contacts. Date May & June 1970 Time _____

Address or directions Franklin & Rabun Counties.

Married 57 Single 28 Divorced 2 Separated ___ Widowed 3 Not Given ___

Male 49 Female 41

Number & approximate ages of out of school adults in house:

38 16-30; 52 31-45; 26 46-60; 1 over 60; _____ not given

Number of school age children 64. Are they attending? Yes - All

Employment of Male See attachment

Employment of Female See attachment

Did adult express any interest in ABE Program? Yes 76; No 14.

If yes, what? See attachment

If no, what reasons for not attending? See attachment

Grade Level See attachment

Does the family have any transportation? Yes 82; No 5; Not Given 3.

Are roads passable in winter? Yes 84; No 6. How far to ABE Class Center? 1/4 mile - 18 miles

Interests - Church -25-; clubs _____; others _____

Income: Best estimate Welfare - $8000 Annually; Average $4000 Annually.

Did you know the recruitee before visit? Yes 22; No 55; Not Given 13.

If yes, how long? 1 - 10 years.

Do you live in same area? Yes 23; No 67.

Did recruitee enroll in an ABE class? 9 DID.

Other Comments: _____

RECRUITER'S NAME _____ COUNTY _____

Attachment C-1

Supplement to June 1970 Final Report

GEORGIA STATE MODULE

Log For Recruiters	Employment of Males
Factory	25
Construction-Building	1
Custodian-Maintenance	3
Unemployed	7
Self Employed	6
Transportation-Driver	1
Welfare	1
Mechanic	3
Store Clerk-Salesman	2
Farming-Chicken Houses	1
Service Station	3
Utility Companies	1
Part-time & Odd Jobs	3
Armed Services	1
Plumber	2
In Jail	1
Not Given	3

Attachment C-2

Supplement to June 1970 Final Report

GEORGIA STATE MODULE

Log For Recruiters	Employment of Females
Factory	18
Housewife	20
Unemployed	4
Domestic	6
Welfare	1
Waitress	1
Poultry Houses	1
Store Clerk	1
Hospital Aide	2
Part-time & Odd jobs	1
Self Employes (with husband)	2
Dry Cleaners	1
Not Given	2

Attachment C-3

Supplement to June 1970 Final Report

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Interest in ABE Classes
From Recruiters Logs
May & June 1970

	NATIVE LAY LEADER
Wants to learn - basic education	3
Wants to try but is insecure	2
No reason given	13
Help in Math & Modern Math	3
For GED Test or finish high school	5
Better himself - get ahead - improve	1
Interested if baby sitter can be provided	5
Promised to enroll in September 1970	26
Ill at present - nerves, physical disabilities	2
Interested but no transportation	1
Vocational Education	2
TOTAL	63

* * * *

Attachment C-4

Supplement to June 1970 Final Report

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Lack of Interest in ABE Classes
From Recruiters Logs
May & June 1970

	NATIVE LAY LEADER
Too busy	11
Do not need training	1
Small children	1
Just not interested in going to school	1
TOTAL	14

* * * \

GEORGIA STATE MODULE

Grade Levels From Recruiters Logs

GRADE LEVELS	TOTAL RECRUITEES
First	3
Second	1
Third	7
Fourth	1
Fifth	1
Sixth	8
Seventh	11
Eighth	9
Ninth	11
Tenth	23
Eleventh	10
Twelfth	1
No Education at all	1
Not Given	3

GEORGIA STATE PROJECT

Appalachian Adult Basic Education Recruitment Research Program

LOG FOR RECRUITERS

Name_____Date_____Time_____

Address or directions_____

_____

Married_____ Single_____ - Male_____ Female_____

Number & approximate ages of out of school adults in house:

_____18-30; _____31-45; _____46-60; _____Over 60

Number of school age children_____. Are they attending?_____

Employment of Recruitee_____

Employment of Spouse_____

Did adult express any interest in ABE Program?_____

If yes, what?_____

If no, what reasons for not attending?_____

_____

Grade level_____

Does the family have any transportation?_____

Are roads passable in winter?_____

How far to ABE Class Center?_____

Interests - Church_____; clubs_____; others _____

Income: Best estimate_____

Did you know the recruitee before visit?_____

If yes, how long?_____

Do you live in same area?_____

Did recruitee enroll in an ABE Class?_____

Other comments:_____

_____

RECRUITER'S NAME_____ COUNTY_____

ABE RECRUITMENT RESEARCH PROJECT
Banks County, Homer, Ga.

ABE STUDENTS FOLLOW-UP

NAME _____ DATE _____

ADDRESS _____

COMMENTS _____

_____

_____

_____

_____

_____

_____

****

NAME _____ DATE _____

ADDRESS _____

COMMENTS _____

_____

_____

_____

_____

_____

_____

_____

_____

RECRUITER'S NAME _____ COUNTY _____

GEORGIA STATE MODULE

Appalachian Adult Basic Education Recruitment Research Program

RECRUITER'S REQUISITION

_____
System

Recruiter's Signature_____ Soc. Sec. No. _____

Address_____ Date _____

_____ / / 19 _____
Approval by Director Date

Thelma P. Orr, Director
Ga. State Module, AABEDC
Box 8
Nicholson, Ga. 30565

Recruiter's Time

Total Hours _____ X $2.00 = $_____

Recruiter's Mileage

Total Miles _____ X $ .08 = $_____

Total Requisition $_____

Date Paid _____ Check Number _____

PERSONS VISITED	DATE	HOURS	MILEAGE

Page _____

Continuation Sheet

GEORGIA STATE MODULE

Appalachian Adult Basic Education Recruitment Research Program

RECRUITER'S REQUISITION

_____
System

Recruiter's Signature _____ Date _____

Persons Visited	Date	Hours	Mileage

GEORGIA STATE MODULE

Appalachian Adult Basic Education Recruitment Research Project

Recruiter's In-Service Time and Mileage

RECRUITER_____ SOCIAL SECURITY NO._____

Recruiter's Address_____ School System_____

IN-SERVICE

LOCATION_____

DATE_____

TOTAL HOURS_____ X $2.00 = _____

TOTAL MILEAGE_____ X .08 = _____

TOTAL REQUISITION = _____

DATE PAID _____ CHECK NUMBER_____

RECRUITER'S SIGNATURE_____ DATE_____

DIRECTOR'S APPROVAL_____ DATE_____

Mrs. Thelma P. Orr, Director
Georgia State Module - AABEDC
Banks County Board of Education
Homer, Georgia 30547

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
STUDENT INFORMATION SURVEY

The teacher, counselor, or other staff member will interview and fill out this form for each participant.

Name _____

Address _____

Telephone Number _____ Date Entered Class _____

---

1. In what year were you born? _____

2. Sex (Check) Male _____ Female _____

3. Race (Check) White _____ Black _____ Other _____ - _____

4. Marital Status (Check) Single _____ Married _____ Other _____ - _____

5. How many children do you have at home? _____

NAME OF CHILD	AGE	EDUCATION OF CHILDREN
_____	____	_____
_____	____	_____
_____	____	_____
_____	____	_____
_____	____	_____

6. How many years have you lived in the Community? _____

7. Highest grade completed in school: _____ Name of School: _____

   Parents highest grade: Father: _____ Mother: _____

8. What is your primary occupation? _____

9. What is your current work status? (Check)

   ( ) Employed full time
   ( ) Employed part time
   ( ) Unemployed but seeking work
   ( ) Not seeking work - Unemployed
   ( ) To be placed through this project

10. If not employed full time, the main reason is : (Check)

( ) Unable to find work
( ) Keeping house
( ) In school
( ) Retired
( ) Disabled
( ) Other (specify) _____

11. How was the contact between ABE and the participant made? _____

_____

_____

_____

12. Reason for participation in ABE: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

13. Has the participant been enrolled in ABE before? (Check)

Yes _____ No _____

Teacher's Name _____ Date ____ ____

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
EMPLOYMENT STATUS

This form should be filled out by the teacher for each pupil enrolled.

1. NAME_____

2. Please indicate the employment status of the student by checking the statement below which best describes his position.

   _____a. Employed full time
   _____b. Employed part time
   _____c. Unemployed, but seeking employment
   _____d. Unemployed and not seeking employment

3. If employed, what is the student's occupation?_____

   _____

4. If unemployed, what type of work has the student done in the past? _____

   _____

5. What type of job would the student like to have?_____

   _____

6. Occupational changes since enrollment? Reasons for change?

   1. _____ 1. _____
   2. _____ 2. _____
   3. _____ 3. _____

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
WITHDRAWAL FORM

This form should be completed by the teacher for each student who withdraws from class.

1. Name of student _____

2. Number of hours in attendance before withdrawal _____

3. Please indicate the attendance pattern of the student before he withdrew from class by checking one of the statements below:

   _____a. withdrew after attending one or two classes
   _____b. withdrew after period of irregular attendance
   _____c. attendance was good, withdrawal was abrupt

4. Please indicate the grade level of the student:

   _____a. Level I
   _____b. Level II
   _____c. Level III

5. How many hours of instruction did the student miss before he was contacted?_____

6. Please check the statement below which best describes the reason why the student withdrew:

   _____a. transferred to another ABE class
   _____b. entered other educational training
   _____c. moved away
   _____d. completed requirements for eighth grade equivalency or beyond
   _____e. secured employment
   _____f. lost interest
   _____g. conflict with work
   _____h. family problems
   _____i. other reasons(s) Specify: _____

   _____

_____ Site of Class | **MONTHLY CLASS-ROLL REPORT** | Banks County Multi S

Month: _____ Day _____, 19____ Circle Days Classes Held: M T W T F _____ Clock Hours _____ A.D.A.

NAME: (In alphabetical order)	SEX	HRS. BRT. FWD.	INDICATE ABSENT OR PRESENT FOR EACH STUDENT ON ROLL										TOTAL FOR MONTH	ACC. TOTAL
Show Date of Each Class														

MULTI-COUNTY ABE CLASSES
Banks County Homer, Georgia

MONTHLY SUMMARY REPORT . . . For_____19____ Location of Classes_____
(by number)

Target Population at beginning of month:_____ and at end of month:_____

	Level I	Level II	Level III	Total
1. Total enrolled at beginning of month				
2. Total enrolled during this month				
3. Dropouts during this month				
5. Completions of 8th grade this month				XXXXX
6. Totals at end of month				

7. Number of students enrolled by sex: male_____ female_____

8. Number of students enrolled by age: 16-18____;19-24____;25-34____;35-44____;45-54____;
55-64____;65 & Over____

9. Number enrolled by race: caucasian_____;negro_____;Am.Ind._____;Oriental_____;
other non-white_____

10. Number enrolled by migrant_____

11. Number enrolled that receive welfare_____

12. Reasons for separation: employment_____;entry into training program_____; job change_____;lack of interest_____;child care_____;transportation_____;working hours_____;moved_____;other reasons_____-_____

13. Number of classes held in: public school building_____; other facilities_____

14. Total number of teachers_____ Total number of classes_____

15. Total number of teaching hours (all teachers)_____

16. Number of teacher training workshops: State_____; local_____

17. Total number receiving 8th grade certificate since July 1, 1969_____

18. Cumulative total number of students enrolled since July 1, 1969_____

Signature of teacher (or coordinator):

NOTE TO COORDINATORS - Hall, Rabun & Stephens Counties: Coordinator will consolidate report and list teachers.

_____

ADULT BASIC EDUCATION RECRUITMENT RESEARCH PROGRAM
Student Transportation

SCHOOL SYSTEM_____ ADDRESS_____

REQUEST FOR REIMBURSEMENT FOR OFFICIAL TRAVEL _____

FOR MONTH ENDING_____

DATE NAME & ADDRESS OF STUDENT	NUMBER OF MILES	@ .08 PER MILE	TOTAL
TOTAL			

I DO SOLEMNLY SWEAR THAT THE ABOVE STATEMENT IS CORRECT AND THAT THE EXPENSES WERE INCURRED IN PERFORMANCE OF OFFICIAL DUTIES. DATE_____ SIGNATURE_____

APPROVED_____
System Coordinator
DATE_____

_____
Director, ABE Recruitment
DATE_____

PAID BY CHECK NUMBER_____ DATE_____

Form Ad. Ed. 3A
Rev. 9/67

STATE DEPARTMENT OF EDUCATION
Adult Education Program

PERSONNEL REPORT

Name _____ System _____

Position _____ Location of Class _____

DATE	CLOCK HOURS	NUMBER PRESENT	NUMBER ON ROLL	DATE	CLOCK HOURS	NUMBER PRESENT	NUMBER ON ROLL

TOTAL HOURS: ADA:

Check One:

FULL TIME ( )

PART TIME ( )

VOLUNTEER ( )

For use of Supt. or local Coord.

Total hours_____ Rate per hour $_____

Social Security_____ Salary $_____

_____ _____ _____ _____
Signature Date Supt. or Local Coord. Date

Submit 3 copies to Supt. or local Coord. at end of month. One to be retained in local ABE files; two attached to Monthly Summary of Expenses form Ad. Ed. 3D.

Ad. Ed. 3E (1969)

MONTHLY SUMMARY ATTENDANCE

Month of _____

System _____ Class Location _____ Teacher or Coordinator _____

Enrollment	A No. on roll at beginning of this month	B No. new students this month	C No. completing each level this month	D No. Drop-outs this month	E Total on roll at end of month	F Commu-lative total students	G Age Range			
							18-29	30-45	45-60	61 and above
Level I										
Level II										
Level III										
TOTALS										

Please follow directions:

Each teacher must fill in every column. The coordinator or superintendent must consolidate all teachers' reports on the same form and submit 1 (one) copy to the State Department by the 5th of each month.

List reasons for withdrawal:

GEORGIA STATE MODULE

Adult Basic Education Enrollment Summary

December 1969

NUMBER OF CLASSES	COUNTIES	STUDENTS ON ROLL 12/1/69	NEW STUDENTS DECEMBER	DROP-OUTS DECEMBER	STUDENTS ON ROLL 12/31/69	ADA FOR DECEMBER
2	Banks	19	2	0	21	17.03
0	Franklin	0	0	0	0	0
0	Habersham	0	0	0	0	0
5	Alto*	61	5	2**	64	41.00
3	Hall	45	1	7**	39	25.04
2	Pickens	27	0	1	26	19.94
5	Rabun	59	1	0	60	34.33
2	Stephens	22	2	2	22	15.42
2***	Union	22	0	4***	18	6.75
1	Towns	10	0	0	10	9.66
1	White	12	0	0	12	3.00
23		277	11	16	272	172.17

* Full-time teacher

** Released from Correctional Institutions

*** One (1) class discontinued in December

GEORGIA STATE MODULE

Adult Basic Education Enrollment Summary

January 1970

NUMBER OF CLASSES	COUNTIES	STUDENTS ON ROLL 1/1/70	NEW STUDENTS JAN.	DROP-OUTS JANUARY	STUDENTS ON ROLL 1/31/70	ADA FOR JANUARY
1	Banks	21	0	4	17	10.80
0	Franklin	0	0	0	0	0
1	Habersham	0	6	0	6	4.50
5	Alto*	64	0	6**	58	40.70
3	Hall	39	5	9***	35	22.39
2	Pickens	26	2	0	28	26.33
5	Rabun	60	0	0	60	34.27
2	Stephens	22	0	4	18	13.60
1	Union****	18	-	-	18	-
1	Towns	10	1	0	11	10.00
1	White	12	0	3	9	3.00
22		272	14	26	260	165.59

* Full-time teacher
** Released from Correctional Institution
*** 6 of these were released from Correctional Institution
**** No classes held during January because of bad weather

GEORGIA STATE MODULE

Adult Basic Education Enrollment Summary

February 1970

NUMBER OF CLASSES	COUNTIES	STUDENTS ON ROLL 2/1/70	NEW STUDENTS FEB.	DROP-OUTS FEBRUARY	STUDENTS ON ROLL 2/28/70	ADA FOR FEBRUARY
1	Banks	17	1	3	15	9.25
0*	Franklin	0	0	0	0	0
1	Habersham	6	8	2	12	6.00
5	Alto**	58	3	13***	48	42.52
3	Hall	35	5	1	39	28.74
2	Pickens	27	4	0	31	25.62
5	Rabun	60	10	10	60	32.82
2	Stephens	18	0	0	18	11.37
1	Union****	18	-	-	18	-
1	Towns	11	2	3	10	9.12
1	White	9	2	3	8	3.50
22	(TOTALS)	259	35	35	259	168.94

* Classes organized in March
** Full-time teacher
*** Released from Correctional Institution
**** No classes held during February because of bad weather

NOTE: On January 1970 Adult Basic Education Enrollment Summary Report "New Students in Jan." for Pickens County should have been 1 instead of 2 and "Students on Roll 1/31/70" should have been 27 instead of 28 according to the January Class Rolls; thus, "Total Students on Roll 1/31/70" was 259 instead of the 260 that was shown.

GEORGIA STATE MODULE

Adult Basic Education Enrollment Summary
March 1970

NUMBER OF CLASSES	COUNTIES	STUDENTS ON ROLL 3/1/70	NEW STUDENTS MAR.	DROP-OUTS MAR.	STUDENTS ON ROLL 3/31/70
1	Banks	15	0	0	15
5	Franklin	0	97	4	93
1	Habersham	12	7	6	13
5	Alto *	48	12	9**	51
1	NGTVS***	0	27	0	27
3	Hall	39	6	2	43
2	Pickens	31	1	0	32
5	Rabun	60	5	5	60
2	Stephens	18	0	3	15
1	Union****	18	-	-	18
1	Towns	10	2	1	11
1	Young Harris College	0	4	0	4
1	White	8	0	1	7
29	(TOTALS)	259	161	31	389

* Full-time teacher
** Released from Correctional Institution
*** Independent Study Center at North Georgia Technical & Vocational School (meets 2 mornings per week)
**** Volunteer teacher

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Interest in ABE Classes
From Recruiters Logs
September-December 1969

	TEACHER*	COLLEGE STUDENT*	NATIVE LAY LEADER*	TOTAL
Wants to learn - basic education	14		13	27
Wants to try but is insecure			3	3
No reason given	4		96	100
For better employment	1		1	2
Help in Math	3		10	13
Help in History	1			1
For GED Test or finish high school	9	8	42	59
Better himself - get ahead - improve	55		35	90
Interested if baby-sitter can be provided			27	27
Language arts	7		7	14
Will attend a class near home			24	24
Will attend a day class			6	6
Interested but working hours prevent			27	27
Ill at present - nerves, physical disabilities			9	9
Interested but no transportation			28	28
Previously enrolled - drop-out			2	2
Vocational Education	2	2		4
TOTALS	96	10	330	436

* Type of Recruiter.

GEORGIA STATE MODULE
Adult Basic Education Recruitment Research Program

Reasons for Lack of Interest in ABE Classes
From Recruiters Logs
September-December 1969

	TEACHER*	COLLEGE STUDENT*	NATIVE LAY LEADER*	TOTAL
No reasons given			19	19
Too busy	5	4	41	50
Do not need training	2		14	16
Make as much as High School and College Graduates			3	3
Working Hours prevent	7	2	12	21
Has progressed too far in life to attend	1	1	12	13
Not able to learn	1		2	3
ABE would not help in finding better job in this area at age 50	1		2	3
Don't want to start because can't come every night			2	2
Small children	4		1	5
Illness - nerves	2		7	9
Just not interested in going to school	14	7	34	55
Finished High School			7	7
Too far to ABE Center (10 miles)		1		1
Formerly enrolled in ABE classes but didn't receive help desired			2	2
TOTALS	37	15	158	210

* Type of Recruiter

ERIC Clearinghouse
OCT 18 1971
on Adult Education